

DEVELOPMENT OF MOTIVATIONAL VIDEO FOR MEDIA LITERACY FOR SENIOR HIGH SCHOOL STUDENT AS A DRUG FREE YOUTH MOVEMENT

Citra Dewi Utami

citra_de@isi-ska.ac.id

Indonesian Art Institute Surakarta

Budi Dwi Arifianto

buditobon@yahoo.com

Muhammadiyah University Yogyakarta

Abstract

The research aims to develop a work of video art in the form of motivational video that assembled in the study of media literacy for high school students as one of the real effort in creating a drug-free teens movement. Motivational video as a form of communication that can be utilized in meeting the needs of adolescents will be media literacy. The high level of drug abuse by teenagers as well as the tendency of young people to selfie (self videography) and upload video themselves through new media is the background of this study. Variants of experimental visual styles subjective motivational video by presenting youth as a motivator. The method used in this study is the experimental method with exploring visual composition and a motivating force. The chosen approach is a model of cultural studies and active audience models. Video of experimental results published through the new media that can be uploaded and downloaded globally. Implementation of the process of creation and dissemination of motivational video is designed in the form of media literacy activities. The implementation of media literacy is offered as a model for Anti-Drug Education Extra curricular school. This media literacy learning model planned to cover 1) basic knowledge about drugs, prevention and mitigation, 2) public speaking, 3) style of dressing, 4) the manufacture of artistic property, 5) operation of the camera, and 6) prosedure of uploading video through new media. One expedient solution associated with the negative impact of the new media is vying to fill it with content that is positive. This model can be used as an alternative example of positive activism which continues to be carried out independently by teenagers and is expected to inspire other teens to participate.

Keywords: Motivational Video, Media Literacy, Youth, Drugs

INTRODUCTION

The success of video distribution and display 165 Ways ESQ and The Golden Ways on the screen shows an interesting phenomenon. Video motivation refers to the audio-visual recording that displays a message in the form of motivation for exercise of positive action and abandonment of negative action. The core of a person's motivation is intended to encourage positive behavior and live well. But there is no special series of videos that discuss their motivation solicitation stay away from drugs. Basically, everyone has the potential ability to motivate and present in an audio-visual recordings. So that everyone has the potential to be a motivator. This is supported

by public ownership of electronic recording equipment, especially teenagers. Nature or desire narcissistic admiration toward oneself high in adolescents requires the distribution of positive activities. This idea inspired the development of a planned utilization of the phenomenon of serial works of video Harlem Shake. Video creation motivated by some teenagers are expected to ignite many other teens to create something similar in the various versions. New media become part of everyday adolescent as if it were the real world. The behavior of media can bring the audience to the positive and negative impacts. Negative spotlight on related new media content presented often not been followed by an offer solutions. The new media has

been transformed into a cultural agents who are ready to distribute a variety of benefits and the non-achievement through proximity. Purposing media messages are no longer focused in content but have switched to the medium itself as the message. Restrictions on the use until the closure of media access is sometimes used as an option of resistance against the inability users literacy.

One of the problems among teenagers that enough attention is widespread drug abuse. Surakarta or better known as the city of Solo, ranked highest in terms of circulation and drug use based on data Central Java Police Surakarta in 2009, 2010 and 2011. Drug abuse can impact the physical, psychological and social. Family factors, media and friendship as the reason for drug misuse. While on the psychiatric condition of adolescence is identity transition to adulthood in physiology and psychology. Adolescence is the time when the content-filling activity is passed, a period in the development of a person who lived when the end of childhood to early adulthood. Adolescence is the age range 12-21 years. The behavior of trial and error, imitation and identification into a special color for adolescents. Symptoms of failure to identify himself to an identity crisis is the emergence of feelings of anxiety and aggressiveness. So that in turn, the drug was found as the wrong solution to the problem. That requires the active participation of various parties, including family, educational institutions, government and adolescents themselves. One of the programs that need to be given a BNN is the formation of a cadre of anti-drug movement among teenagers. Based on the description of the background to match the learning model of media and anti-drug education are appropriately applied to adolescents as well as motivational videos produced teens drug-free movement, then the focus of the problem in the first year of this research can be formulated as follows:

1. How does the development of motivational video?
2. How is the embodiment of style enrichment motivation by and for teenagers?
3. Option style visual structuring and

motivating force in an effective motivational video in the delivery of drug abuse prevention messages for youth high school in Surakarta.

DEVELOPMENT OF MOTIVATIONAL VIDEO

This article uses a variety of main references related to media and culture, audio-visual media production techniques and psychology. Video creation motivation is nothing too new, but has not focused on the prevention and control of content loading of drugs for adolescents. More recently, its use as a method of creative media literacy activities. Motivational video was produced through the audio visual processing stages, ie pre-production, production, and paskaproduksi. Innovation in the creation of audiovisual works such as through the arrangement of visual composition that is designed in accordance with the expected motivation. Roy Tompson and Christipher Bowen (2004: 3) describes the arrangement of related visual on shot size and angle level, and the main thing is the type of equipment used, namely cameras and lenses. The use of shooting subjectively provide motivation closeness between the makers and the audience, thus the exposure of Arthur Asa Berger (1991; 23). Joseph Boggs (1992) explains that the focus of the audience focused on a point of interest is presented on each frame. Gibson (1992) in a book entitled Organization and Management describes the motivation related to (1) the direction of behavior; (2) the strength of the response after one chooses to follow a certain action; (3) resistance behavior, or some old people were continuously behave in a certain way. Motivation should focus on the factors that drive and direct the activities of a person. In terms terarahnya emphasis on specific goals is the key to the success of a motivation. Also explained that the motivation is closely related to how the behavior begins, strengthened, supported, directed, stopped and what kind of subjective reactions that arise in organisms when all this took place. An understanding of the use and exploration of techniques to motivate be important in this

research is to realize an innovative video work motivation. One technique is the affirmation of self-motivation.

Technique in composing affirmations high chances of success as proposed Rezawismail (2013) in the book *Self Motivation with affirmation*. Affirmations can run effectively when combined with strong emotions and pleasant shade of the sight, sound, smell, taste, or touch. The stages of affirmation techniques described in this book.

Media literacy according to Sonia Livingstone in his book *assessing the Media Literacy of UK Adults: a review of the Academic Literature* (2003) is defined as the ability to access, analyze, evaluate, and communicate messages in various forms of media. The method used in the development of this motivational video is an experiment. The measures undertaken Sukardi (2003; 36) is (1) examines the variety to be produced, (2) identify and define the problem, (3) determine the variables, (4) planning a study which also includes the following activities: (a) Identify external variables that are not required, but it allows the experimental process of contamination; (b) Determine how to control; (c) Selecting the appropriate study design; (d) Determine the population, selecting a representative sample, and select a number of research subjects; (e) Dividing the subjects in the control group and the experimental group; (f). Membuat instrumen, validating instruments and perform a preliminary study in order to obtain instruments that meet the requirements to take the necessary data; and (g) Identify data collection procedures. (5) Carry out the experiment, (6) Collect raw data and the experimental process, (7) Organizing and describing data according to predetermined variabel. (8) to analyze data and perform statistical tests of significance with the relevant techniques to determine the significance of the results stage. (9) Interpret hasil and formulating conclusions.

Experiments were carried out in order to produce a variety of visual structuring and enrichment penghadiran style motivation through adolescence as a figure motivator. Formation of focus group discussions in

media literacy activities by using creative methods to find out about the visual style of the arrangement and style motivates adolescents choice. The purpose of this study underlies the urgency associated with the government program on combating drugs among adolescents. One apparent attempt by the government through the Ministry of Education and Culture policy is the inclusion of the Anti-Drug Education Extra curricular materials in school. This study targeted learning modules for activities for high school students. Dikreasikan audio-visual training in media literacy activities designed to provide skills for students to be able to realize the motivational video in each version on an ongoing basis. So that in turn, the fulfillment of new media content with a motivational video of prevention and control of drug into a drug-free teens movement. The students' extracurricular participants can act as an agent that inspires other students. Proficiency adolescents in meaning, selection, search and reproducing the media content can be used as an active defense against exposure to new media which is getting stronger. The positive impact is widely expected decrease in the level of drug abuse among teenagers. Results from this study can be accessed by the public, academia and stakeholders through publication in scientific journals. Media literacy can simply be defined as the ability to use the media wisely audiences. Various types of media has a code and each character associated with the form and content. The new media that can connect users globally often blamed as the cause for the occurrence of negative actions of a person. For example in the event of sexual intercourse of a young woman along with fellow new boys he knew through the social networking site facebook. A strong cause moral degradation that occurs in adolescents are easily pinned to the media. Changes in family dynamics and child health are considered terpengaruhi by the media. In this condition, the audience demanded selective in choosing impressions along with the development of the media industry that drove more rapidly. Learning about the wisdom of media is expected to

encourage critical thinking skills and the ability to use the media to provide alternative solutions to the various problems faced by adolescents.

An important note is the prevention and control of drug abuse within the juvenile, should be moved from adolescents themselves through the utilization means quite familiar to teenagers. One of the ingredients of the new media. Teens, drugs, and media are closely connected and interrelated problems in childbirth. Therefore, higher education is challenged to be able to provide alternative solutions through research results. For this reason this research proposal is made, in order to find the learning model of media and anti-drug education that can be appropriately applied to adolescents and produce innovative work in video form of motivation.

Proficiency mediated by several important reasons, as described in *The Media Literacy of Children and Young People: A review of the research literature on Behalf of Ofcom*, written by David Buckingham (2004), such as panic moral because the media is regarded as a source of various problems of moral degradation and the plug-in drug, the presence of the media is positioned to have an influence on the value of family dynamics and health of young children, especially in drug abuse action. Furthermore, Buckingham (2004), provides an alternative model of media education applied in this study, the model of cultural studies (cultural studies model) to position the rejection of anything negative as a culture. Teenagers as part of a social and cultural environment act as cultural subjects. One that can be applied to rejection of drugs (narcotics, psychotropic and other addictive substances) giving rise to a drug-free teens movement. The second model is active audience model (inquiry model) who believe that the teen audience is able to interpret media content based on the background knowledge of the cultural and social.

David Gauntlett (2007) in his book *Creative Explorations: New Approaches to Identities and Audiences* describes creative methods as a method that focuses on creative activities, or realize the work and reflect on

the work process and the work. Eko Suprati (2012) on *Media Literacy Training with Creative Methods for Youth*, in the book *Media Literacy Movement Indonesia* using a photo (still image) as a form of creative methods. The development of creative methods in this research is through the use of audio-visual media. Creative methods used in the manufacture of learning model in this study, which is in line with the target that teens. The dynamics of creative methods which actively considered appropriate to the characteristics of adolescents. As well as the utilization of the results of the activities of media literacy is widely distributed using the new media.

An understanding of the characteristics of a juvenile audience psychological point of view is important in this research. A careful analysis of all aspects of development in adolescence, as described in the book *Developmental Psychology: Introduction to the various parts* by Hadinoto (2001), the global development of adolescents takes place between the ages of 12 -21 years, with the division of 12 -15 years: period early teens, 15-18 years: mid-adolescence, 18 -21 years: late adolescence. Hurlock (1999) in a book entitled *An Approach Throughout Developmental Psychology Range* explains Havighurst opinion that says there are development tasks to be fulfilled by a teenager, and when teens can not fulfill these tasks, there are some problems experienced by adolescents. The first issue related to the personal, the problems relating to the circumstances in the home, school, physical condition, appearance, emotional, social adjustment, duties and values. The second problem is a typical teenager, the problems arising from the unclear status in adolescents, such as the attainment of independence issues, misconceptions or false judgments based on stereotypes, the rights of which are larger and fewer obligations imposed by parents. Adolescents who are given the opportunity to grow into responsible adults who are more cautious, over-confident, and able to be responsible. Self-confidence and a sense of responsibility is what is needed as a basis for a positive identity formation in

adolescents. Through which adolescents can grow with a positive assessment on yourself and respect for others and the environment.

The basic concept is used to analyze the acceptance of the audience in this study triggered as Stuart Hall (1981) in writing Encoding-Decoding in the televisual discourse. Hall asserted that the audience actively interpret (producer of meaning) against a variety of things consumed. They have a reference frame (frame of reference) respectively which lead to differences in meaning. Through the meaning of that audience, identified three distinct positioning, including dominant hegemonic, Negotiation, oppositional. Positioning is what will be the main indicator in determining the effectiveness of the work of motivational video in conveying the message of prevention and control of drug abuse.

The research method used is the technique chosen for the experiment in the embodiment of motivational video for media literacy activities. It is adapted to the output of motivational video with the angle of the subjective and adolescents presenting as characters. Subjective shot an image composition that has motivated the content closer to the audience. The process of making a video that dikreasikan in the activities of media literacy is to apply the teaching of media with Cultural Studies Model approach that positions each audience as a culture. Teens as part of the audience and the socio-cultural environment act as cultural subjects. The second approach is a model that Active Audience believe that the audience is able to interpret media content based on the background knowledge of the cultural and social.

Experimental development motivational video for media literacy studies for high school students in Surakarta on this penelitian using creative methods. The method focuses on creative activities in realizing the work and reflect on the work process and the work. Experiments were run through several stages, the first stage is through the arrangement of visual experimentation. The next results of these experiments are presented in two

groups of teenagers in a school FGD to choose which style of motivational video that most appeals to them.

Focused Discussion groups (FGD) playing the role of the elected technique can be used to train the growing confidence and trust so that a focused discussion becomes more fluid and running smoothly. Through this technique the participants were asked to express perceptions and act as an agent motivator. Each student is given the freedom to be creative and reflect the work and the working process. Documentation in secret during the discussion of the data collection stage to answer the third research question. It is intended to achieve a natural behavior so that recordings obtained becomes valid to be used as a data source. Focus group discussions conducted by a small group of people organized on a specific topic. Priority activity location selection based on the availability of equipment support, comfort and ease of access of the members. The power source and the tranquility of the environment is needed in the process of recording in audio visual. Schedule of activities adapted to the routine of high school students so as not to interfere with the learning process compulsory in schools. Each group was scheduled to undergo five sessions. The discussion process is guided by a moderator and assisted by facilitators. The first facilitator is a member of the research focus related to the field of psychology, while the second facilitator is a technical expert associated audio-visual equipment. Taken from a research assistant psychology students and the art of recording media is needed to assist the student in order to expedite the research process. Skills moderator is to create a discussion group is able to create unity in a short time, mutual trust, feel free to argue, agree or not with each other, learn about the background of each member, able to contribute and illustrate what is discussed. The data obtained is in the form of notes and transcripts moderator for the discussion by recording activities.

The study began with an inventory of the equipment required for the experimental visual style arrangement.

Variety of cameras for motivational videos :

1. Canon 60D camera

Produces sharp contrast. Sensitive in selecting lighting. The lenses can play with sharp space (DOF). With manual focus camera and need preparation and setup right in the shooting. Internal character omnidirectional mic, the sound source in the effective radius of 1m towards the front of the mic. There are external audio input that can be installed Clip On, or other types of microphone desired sound character.



2. GOPRO Camera

Dynamic in the movement of the camera. Wide viewing angle, Wide depth so aimlessly panorama, With small body flexible in the placement of shots, Auto exposure mode is less selective in setting light, Internal character omnidirectional microphone is the sound source in the effective radius of 1m towards the front of the microphone.



3. Zenphone 5

Alert in the moment because it is always close to its owner of cellphone, Auto exposure mode is less selective in setting light, Suitable for still video, because it still comes across

the effect of "rolling shutter" when the camera is moving / shaking, Sound is taken with internal microphone from cellphone.



Variety of lenses on 60D for motivational videos :

1. Fix 50mm

Standard human eye. Suggesting neutral. Objects closer to the background. Sharp narrow space.



2. 15mm

Distortions in the foreground or background. Give the impression area. Distanced object with background. Provide perspectives on distance and size composition of the image. Give impression intimate but sometimes also lack normal.



Variety of level angles for motivational videos:

1. Eye level angle : The information gives the impression of parallel without emphasis. Objectively neutral impression.



2. Low angle : Giving the impression of submission. Create the impression of mastery.



3. High angle : Giving the impression of compliance. Discouraging impression



Variety of size shots for motivational videos :

1. Close-up shot : Shot size between the shoulders to the top of the head clarity of expression.



2. Medium Shot : Shot size between the waist to the top of the head. Revealing the movement of the hand and the appearance of expression



3. Shot size of the entire body. Revealing the movement of the whole body.



Variety Style Motivation for motivational videos :

1. Making the sentence through the statement
2. the Movement advance via Expression
3. Body movement through attractions

The next research step is the implementation of the Focus Group Discussion (FGD) involving six teenagers in order to determine the style and arrangement of the camera according to their favorite motivating force. Here is a summary transcript of FGD:

1. Handika Listya Anindita, aged 17, found visual arrangement that is suitable for the development of motivational video is a stylish eye-level and medium-sized. Eye level angle gives space to the motivator for expression and place them in line with the audience. Appropriate image size is medium shot because it looks more balanced between the background and motivator. Additional suggestions submitted is the importance of training on how to make a simple motivational video so that each can produce video with teenage self. And no less important is training uploading video content through new media.

2. Nila Wahyu Oktavia, 17 years old, found visual arrangement that is suitable for the development of motivational video is a stylish eye-level and medium-sized. Eye level is considered more convenient to be seen, obviously, as well as delivered motivational messages through clarity of style and gestures. Appropriate image size is medium shot because it looks more reveal facial expressions, force and motion motivator more comfortable to be seen, clear and easily understood messages that motivation is delivered more easily accepted and touching. Additional suggestions submitted is the importance of the addition of the ability to speak in public (public speaking) that the use of language and speaking style is the trend among teenagers. The use of force to motivate the use of slang today's teenagers make the appeal for the audience. Besides the appeal of a motivator can be added through attractive and expressive gestures.
3. Nur Sholihah, aged 18 years, argues that the visual arrangement that is suitable for the development of motivational video is a stylish eye-level angle as well as medium-sized and full. Eye level deemed suitable angle and more fitting to motivate in a crowded situation. Image size suitable to deliver a full shot is the motivation of a general nature while medium shot is more appropriate to support the motivational force that is long and uses a style of storytelling events. Thus submitted that the need for the provision of material on basic knowledge of the types of drugs, prevention and mitigation as well as direct testimony from former users. It is to provide an understanding of the drug.
4. Oktavia Putri K, aged 18 years, argues that the visual arrangement that is suitable for the development of motivational video is a stylish eye-level angle and close-ups and full-sized. Eye level angle considered suitable for development because the motivational video level with the eyes that look more pleasing. The image size is considered appropriate for motivational video is a close-up and full shot because it shows a full of motivator and motivational messages can be conveyed in detail. For the record, the third use of the visual composition must consider the circumstances and the place used. Additional suggestions submitted is the environmental importance of the addition of a drug user experience for a motivator through testimonials from former drug users.
5. Pramadika Nur Ainun Oktaviani, aged 17, found visual arrangement that is suitable for the development of motivational video is a stylish eye-level and medium-sized. Eye level is considered more appropriate to show the attitude in delivering motivational motivator thus giving the impression of a familiar, relaxed, and tend to be authoritative. Appropriate image size is medium shot because the composition is able to carry on a motivator and a closeness between the audience without diminishing the authority of a motivator. Additional suggestions submitted is the importance of expansion of knowledge about the arrangement of fashion and styling for potential motivators, it is intended to be a motivator to look more convincing and acceptable message motivation. These suggestions are based on the nature of teenagers who tend to like someone with a fresh and neat appearance.
6. Siti Sholikhah, aged 17, found visual arrangement that is suitable for the development of motivational video is a stylish eye-level and medium-sized. Eye level considered suitable for use for motivational videos as they relate to the composition of the room so that the motivator has become closer to the audience and that's what makes a good motivational message conveyed to audience. The image size appropriate medium shot is more suitable for a motivator which not using too much movement in the delivery of the message motivation. However, with

the field of shooting, the audience can observe the expression and style with a good motivator. Additional suggestions submitted is the importance of the use of the property used to motivate, so the style motivations are more attractive and dynamic as that favored by today's youth.

CONCLUSION

Experimental visual style and style motivates arrangement has been made, and concluded that the type of camera, type of lens, camera placement and size level affects the image presented shot. Through the process of FGD followed by 6 teens suggests that teens love motivational video with eye-level visual arrangement angle, medium shot and a simple production method. To motivate their styles tend to like to use the phrase "Alay", expressive and attractive with the movement of hands and feet of the motivator. And the need for additional knowledge on 1) the types of drugs, ways of prevention and mitigation, 2) the ability of public speaking, 3) skills in structuring clothing and hairstyling, and 3) how a simple motivational video production

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NOTES

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